School Quality Review Report

Jackson Intermediate Center #7510
South Bend Community School Corporation

February 6th and 8th, 2018

Review Team Members

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I.   Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

> *(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.
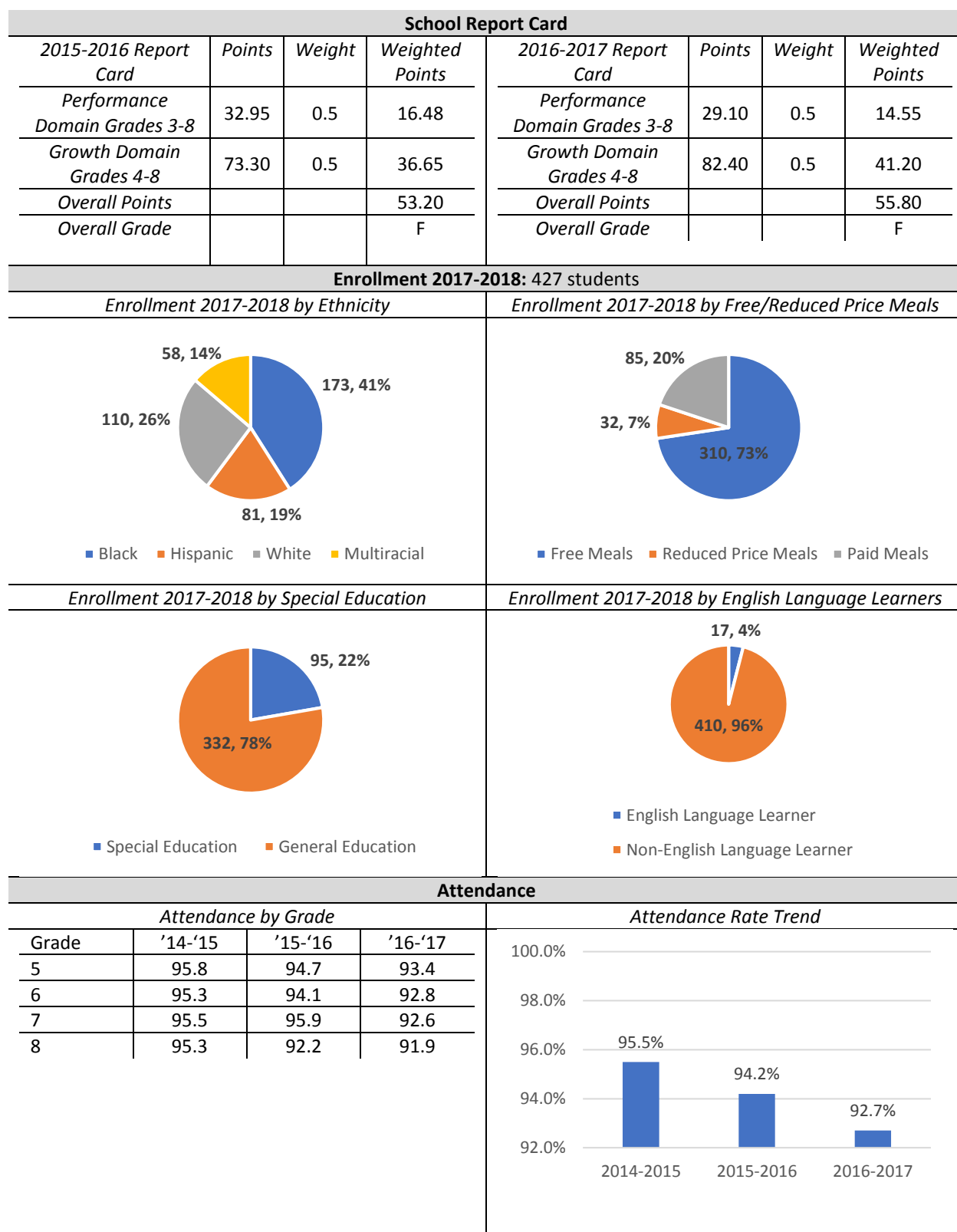
II.   Overview of the School Quality Review Process

The School Quality Review process is designed to identify Jackson Intermediate Center's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, leadership team, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 32 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 17 of 37 teachers participating. Parents were also invited to complete a survey, with 209 parent surveys collected. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

III.   Data Snapshot for Jackson Intermediate Center

School Report Card							
2015-2016 Report Card	*Points*	*Weight*	*Weighted Points*	*2016-2017 Report Card*	*Points*	*Weight*	*Weighted Points*
Performance Domain Grades 3-8	32.95	0.5	16.48	*Performance Domain Grades 3-8*	29.10	0.5	14.55
Growth Domain Grades 4-8	73.30	0.5	36.65	*Growth Domain Grades 4-8*	82.40	0.5	41.20
Overall Points			53.20	*Overall Points*			55.80
Overall Grade			F	*Overall Grade*			F

Enrollment 2017-2018: 427 students

Enrollment 2017-2018 by Ethnicity

58, 14% 173, 41% 110, 26% 81, 19%

■ Black ■ Hispanic ■ White ■ Multiracial

Enrollment 2017-2018 by Free/Reduced Price Meals

85, 20% 32, 7% 310, 73%

■ Free Meals ■ Reduced Price Meals ■ Paid Meals

Enrollment 2017-2018 by Special Education

95, 22% 332, 78%

■ Special Education ■ General Education

Enrollment 2017-2018 by English Language Learners

17, 4% 410, 96%

■ English Language Learner
■ Non-English Language Learner

Attendance

Attendance by Grade

Grade	'14-'15	'15-'16	'16-'17
5	95.8	94.7	93.4
6	95.3	94.1	92.8
7	95.5	95.9	92.6
8	95.3	92.2	91.9

Attendance Rate Trend

95.5% (2014-2015) 94.2% (2015-2016) 92.7% (2016-2017)

School Personnel

Teacher Count 2015-2016: 37

Teacher Count 2015-2016 by Ethnicity	*Teacher Count 2015-2016 by Years of Experience*

Teacher Count 2015-2016 by Ethnicity

- 3, 8%
- 2, 5%
- 32, 87%

■ Black ■ Hispanic ■ White

Teacher Count 2015-2016 by Years of Experience

- 1, 3%
- 7, 19%
- 10, 27%
- 10, 27%
- 9, 24%

■ 0-5 years ■ 6-10 years ■ 11-15 years
■ 16-20 years ■ 20+ years

Student Academic Performance

ISTEP+ 2016-2017
Both English/Language Arts and Math

- 78, 19%
- 331, 81%

■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend
Both English/Language Arts and Math

School values: 30.0% (2014-2015), 21.0% (2015-2016), 19.1% (2016-2017)

■ Statewide ■ Corporation ■ School

ISTEP+ 2016-2017: English/Language Arts

- 120, 29%
- 294, 71%

■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend: English/Language Arts

School values: 46.5% (2014-2015), 36.1% (2015-2016), 29.0% (2016-2017)

■ Statewide ■ Corporation ■ School

ISTEP+ 2016-2017
Math

- 105, 25%
- 317, 75%

■ Pass ■ Did Not Pass

ISTEP+ Percent Passing Trend
Math

School values: 37.3% (2014-2015), 25.1% (2015-2016), 24.9% (2016-2017)

■ Statewide ■ Corporation ■ School

IV. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

Background

The next two sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the two to three Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other six Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle #3: Effective Instruction			
Evidence Sources			
Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Student Interview, Classroom Observations, Observation of Professional Learning Communities			
Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
• Quick checks for student understanding are provided on three-week cycles in order to analyze data intended to inform remediation and enrichment groupings per grade level.			• 3.3
• Some educators utilize multiple instructional strategies in order to engage students in their learning.			• 3.2
• Each of the four classrooms that are utilizing the Project Lead the Way model have embraced the approach in order to enhance student learning.			• 3.4

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
• In most classrooms, SMART objectives were not posted, resulting in a lack of alignment from the Indiana Academic Standards to the lesson itself.	• 3.1
• Student academic and behavioral data is collected throughout the building; however, a system for analyzing the multiple forms of data in a user-friendly format in order to triangulate to inform instruction is not present.	• 3.5
• In most classrooms, a lack of expectations for behavior impedes the ability to hold high academic expectations for all students.	• 3.6

V. Evidence and Rating for School Turnaround Principle #6: Enabling the Effective Use of Data

School Turnaround Principle #6: Effective Use of Data			
Evidence Sources			
Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Student Interview, Classroom Observations, Observation of Professional Learning Communities			
Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			

Strengths	Aligned Turnaround Principle Indicator(s)
• In the spring of 2018, the school plans to administer a climate and culture survey to collect, analyze, and act upon survey data in order to improve the learning environment.	• 6.1
• Multiple forms of student academic data are collected at the building level and made available to educators.	• 6.2
• Educators are provided a daily, dedicated block of time to collaborate with their grade level colleagues in order to review and discuss student academic data, utilize the data to inform instruction, and identify strategies for promoting student growth and achievement.	• 6.3

Areas for Improvement	Aligned Turnaround Principle Indicator(s)
• School culture data is available (e.g., attendance, tardy, behavioral data); however, it is not presented in a user-friendly format in order to drive conversations and decisions about how best to support student safety and learning between educators, administrators, and caregivers.	• 6.1
• While multiple forms of student academic data are collected and distributed, there is not a system for analyzing student academic data as it pertains to root cause analysis that informs instructional planning.	• 6.2
• A coaching cycle that connects classroom observation data to differentiated, job-embedded professional development and coaching, linked to student and educators needs, is not evident.	• 6.3

VI.   Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Jackson Intermediate Center. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Establish an instructional coaching cycle that is defined by the following characteristics: (1) observation of instructional practices, (2) job-embedded professional development, (3) modeling of effective instructional practices and (4) individualized feedback of classroom instruction. Additionally, prioritize professional development that includes training on district academic initiatives as well as instructional designs to deploy in the classroom in order to promote increased engagement, rigor, and high academic and behavioral expectations.
Aligned Turnaround Principle(s)
3.2, 3.3, 3.4, 3.5, 3.6, 6.3
Rationale
The implementation of an effective instructional coaching cycle for teachers promotes job-embedded professional development that is timely, relevant, and individualized based on observed needs. Experimental and qualitative research has shown that when professional development is decontextualized, infrequent, and delivered in the form of training, it results in less than twenty percent of new practices being implemented or sustained in the classroom setting. Conversely, professional development reinforced by an ongoing coaching cycle led to an implementation rate of eighty to ninety percent in the classroom setting.[1]   The alignment of professional development opportunities to the observed needs across observations establishes a professionalized setting in which educators are encouraged to continuously improve in their instructional craft. Professionalized settings in which teachers are coached towards improvement for student learning promotes collective teacher efficacy. John Hattie's research on student achievement demonstrates that (1) providing formative evaluations presents a 0.7% effect size as it relates to student achievement, (2) implementing varied teaching strategies presents a 0.6% effect size as it relates to student achievement, (3) targeted professional development presents a 0.5% effect size as it relates to student

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[1] Buysee, Pierce, Effective Coaching: Improving Teacher Practice & Outcomes for All Learners, WestEd: NCSI, no.508 (2015).

achievement and (4) collective teacher efficacy presents a 1.6% effect size as it relates to student achievement.[2]

Evidence from the school quality review indicates that the district provides training on district academic initiatives. However, for these district academic initiatives, teachers expressed the need to better understand the discrete instructional practices that these initiatives consist of by seeing models of excellence and having the opportunity to practice in a professional development setting.

Teachers expressed the need to understand the programs at more than an introductory level in order to effectively deploy the program components in the classroom. Teacher survey data demonstrates that 50% of teachers somewhat agree or agree with the following statement, "Our professional development is beneficial and directly linked to our changing instructional practice in order to improve student achievement." Additionally, 47% of teachers somewhat agree or agree with the following statement, "The school provides me with the instructional resources necessary to ensure high quality instruction." Conversations with teachers indicate that professional development infrequently focuses on instructional strategies, and that individualized feedback is provided mostly in relation to classroom management.

Additional evidence gathered during the school quality review from students, illustrates a desire for varied instructional strategies. A prominent theme from the student focus group was that the majority of their instruction involved either copying notes from a board or being assigned computer-based independent work. One student in particular stated, "The computer programs do not give you information on how to solve the problems. Some teachers explain the problems and some teachers tell us to try again using the computer." Students also indicate an excitement for Project Lead the Way (PLTW) classes as they often provide hands-on learning opportunities. Informed by their experiences in the PLTW classes, students express a strong desire to experience kinesthetic learning in all of their classes.

Classroom observation data collected during the school quality review highlights a lack of varied instructional strategies. In only 10% of classroom observations were teachers asking higher level questions. Furthermore, in only 16% of observed classrooms were students provided differentiated instruction. Additionally, in only 16% of classrooms did the instructional task observed have an appropriately rigorous depth of knowledge.

Across all focus groups with adults, Jackson Intermediate Center stakeholders were not able to identify the instructional leader in the building, thus elevating the need for continuous instructional support and coaching.

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[2] Killian, Shaun (2017) Hattie Effect Size 2016 Update. Retrieved from:
http://www.evidencebasedteaching.org.au/hattie-effect-size-2016-update/

Recommendation 2
Collaboratively design and implement a system for analyzing student academic and behavioral data in a user-friendly, triangulated manner with district leadership in order to support educators in the effective use of data that informs Tier I instruction as well as academic interventions. Provide ample coaching and support in the utilization of the student-level data analysis system in order to move from compliance to commitment of data-driven decision making for the growth and achievement of all students.
Aligned Turnaround Principle(s)
3.3, 3.5, 3.6, 6.1, 6.2, 6.3
Rationale
Educators can leverage academic and behavioral data presented in the aggregate to make certain data-driven decisions at the level of the school, grade, or class. Although these analyses can help facilitate the effective implementation of a standards-based curriculum, analyzing student-level data shifts the conversation from what students were taught to what students actually learned - the crux of data-driven instruction. Additionally, the key to an effective and manageable data analysis system is to prioritize quality over quantity, allowing educators to dive deeply into a targeted and triangulated set of data to address individual student needs. If assessments define the ultimate goals, this type of student data analysis will enable educators to identify the strategies needed to advance students towards them. By examining student-level assessment data effectively, teachers and school leaders can systematically identify their students' strengths and weaknesses and determine what specific next steps they must take to achieve their goals.[3] Evidence collected during the school quality review indicates that multiple forms of academic and behavioral data are present; however, there is no evidence of a clear system for analyzing such data. Teachers expressed during interviews that data was plentiful, yet not provided to them in a timely, actionable manner to improve instruction. Although teachers and staff have been trained on how to access student academic data from district initiatives, similar training needs to be provided to facilitate the analysis of this and other formative assessment data in a coherent manner throughout the school year. On their survey, 12% of teachers expressed that they agree with the following statement, "At our school, constructive links exist between planning, instruction and assessment resulting in a more effective learning environment and improvements in student progress." Additionally, teacher surveys demonstrate that 29% of teachers somewhat agree or agree with the statement, "Our school uses multiple forms of user friendly data," and 47% of teachers somewhat agree or agree with the statement, "Our teachers have scheduled time and a systematic process for analyzing formative assessment data." Additional evidence collected during Professional Learning Community observations and classroom observations illustrate that academic and behavioral data is being discussed

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[3] Bambrick-Santoyo, Paul, Driven by Data: A Practical Guide to Improve Instruction. San Francisco: Jossey-Bass, 2012. Print.

amongst teachers and staff, but not in a consistent manner with clear expectations for instructional planning. For example, the conversations observed during the Professional Learning Community meeting focused on qualitative data (observed teacher conversations) from teacher teams; when quantitative school culture data would have also been beneficial to inform conclusions and next steps. However, quantitative data was not accessed by teachers because they were unclear about how to pull this information from the secure storage portal.

Because Professional Learning Communities are not yet being maximized to analyze and plan to act on student academic data, there is limited evidence of student data informing classroom instruction. For example, in only 39% of observed classrooms, lessons and activities were goal-driven, while teachers were observed consistently checking for student understanding and adjusting the lesson as needed in 42% of observed classrooms. Furthermore, students indicated a lack of understanding about how data is utilized to aid in their academic growth and achievement. For example, when describing their experiences in SUCCESS (i.e. the school's academic intervention) course, students expressed the desire for these classes to be more challenging, particularly when they have demonstrated a mastery of the content being retaught. Survey data from family members also reinforces that the use of student academic data is a critical area for improvement. For instance, only 33% of family members who completed the survey indicated that they somewhat agree or agree with the statement, "My child's teacher has a variety of test data, and uses it to improve instruction."

Recommendation 3
Review, revise, and implement the structure for a Positive Behavioral Intervention and Support (PBIS) system utilizing the distributive leadership model that has been embraced during initial development of the Jackson Intermediate Center specific PBIS system. Provide sufficient coaching and support needed for (1) initial implementation, (2) active application and (3) sustained use of the PBIS system.
Aligned Turnaround Principle(s)
1.3, 2.1, 3.6, 6.1
Rationale
Positive Behavioral Intervention and Support (PBIS) systems provide an avenue to reward and affirm student behaviors that build a positive school climate, thus leading to a constructive school culture. Because many aspects of a school's culture start as behavioral or attitudinal issues, addressing school climate is a good strategy for assessing and leveraging cultural change.[4] Reinvigorating the PBIS structure currently in place at Jackson Intermediate Center allows for both students and staff to embrace a cultural shift from a reactive approach to student behaviors to a proactive approach in order to promote positive interactions among students and staff. Further, by consistently implementing a schoolwide PBIS system, cultural data collection will allow for rich, student-focused conversations during Professional

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[4] Gruenert, Steve. School Culture Rewired: How to Define, Assess, and Transform It. Alexandria, Virginia USA ASCD, 2015. Print.

Learning Communities. These Professional Learning Community conversations, anchored in school culture data, will lead to more robust action plans that address both students' socio-emotional and academic needs.

Evidence collected during the school quality review indicates that a baseline structure for a PBIS system has been created, yet is not implemented with fidelity. Through focus groups and interviews, teachers and leadership team members indicated that the school's PBIS system has not been consistently implemented or fully understood. For example "Tiger Stripes" (e.g., the school's primary PBIS reward for students) have not been regularly distributed to students. Furthermore, the store where students are encouraged to redeem their "Tiger Stripes" has not been open on a regular basis.

Coupled with this evidence from focus groups and interviews, only 52% of teachers indicated on their survey that they somewhat agree or agree with the following statement, "Our students are effectively encouraged to behave well, relate well to others and have positive attitudes toward learning." Additionally, only 41% of teachers indicated that they somewhat agree or agree on the following statement, "Our school rules and procedures are implemented consistently and communicated clearly to students, parents and staff."

During the focus group, students also expressed that they receive Tiger Stripes inconsistently throughout the building. Students' frustrations were evident as they discussed these inconsistencies, leading to conversations about what their teachers focus on within classrooms. Several students stated that their teachers spend more time focusing on negative behaviors than on challenging students academically, particularly those who are demonstrating a readiness to learn in the classroom. For example, one student explained, "The teachers focus on the kids that are acting out and then we cannot learn." Focus group discussions with the principal and assistant principal confirmed this message, as they stated a large allocation of their time is spent on addressing student behavioral issues.

VII. Appendix A: Evidence for Remaining School Turnaround Principles

Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle #1: School Leadership
Evidence Sources
Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Classroom Observations, Observation of Professional Learning Communities, District Interview
Evidence Summary
Strengths   - The principal has intentionally designed the master schedule to include daily team collaboration and daily preparation time for each teacher. (1.8)   - The principal has a presence in classrooms; being accessible to teachers, students, and family members. Teacher survey data demonstrates that 82% of teachers somewhat agree or agree with the following statement, "Our principal is actively involved in classrooms." (1.3)   - Teacher survey data demonstrates that 71% of teachers somewhat agree or agree with the following statement, "Our principal ensures students and teachers feel safe, welcome and ready to learn and teach." (1.3)   Areas for Improvement   - The school improvement plan is collaboratively written by the leadership team; however, staff members beyond the leadership team are not aware of the content within the plan. (1.1, 1.2)   - On their survey, 47% of teachers somewhat agree or agree with the following statement, "Our principal and school leaders observe and provide meaningful feedback to each teacher on a weekly basis to ensure instructional alignment with state standards." (1.7)   - On their survey, 42% of parents somewhat agree or agree with the following statement, "The principal supports academically-focused relationships between teachers and parents." (1.4, 1.10)

School Turnaround Principle #2: School Climate and Culture

Evidence Sources

Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Student Interview, Classroom Observations

Evidence Summary

Strengths
- In 90% of classrooms observed, the classroom was safe and free from obstacles with easy access to materials and resources. (2.1)
- During classroom observations, 72% of classrooms demonstrated that, "Interactions among teachers and students were positive and respectful." (2.2)
- Teachers currently serving at the school developed the structure for a school-wide positive behavior system. (2.1)

Areas for Improvement
- The structure for a school-wide positive behavior system is not utilized with fidelity throughout the building. Students and teachers indicated through focus group conversations that there is a lack of consistency for affirming and rewarding positive behaviors. (2.1)
- During observed Professional Learning Communities, teachers primarily spoke about student behaviors in a manner that rarely addressed academic expectations and student learning. (2.3)
- The principal indicated that the majority of his time is spent addressing student behaviors; indicating a need to support teachers on a clear behavior system with high expectations for student behavior and learning. (2.3)

School Turnaround Principle #4: Curriculum, Assessment, and Intervention Systems

Evidence Sources

Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Student Interview, Classroom Observations, District Interview

Evidence Summary

Strengths
- District-wide curriculum maps are provided with three to four-week quick checks for understanding to determine students' mastery of standards. (4.1)
- A thirty-minute SUCCESS period is built into the master schedule, providing an opportunity for students to receive data-driven interventions. (4.5)
- The district provides assessments in the form of NWEA, Exact Path, Mind Play, and Study Island. (4.3)

Areas for Improvement
- SUCCESS period observations and conversations indicate a lack of focus on data-driven interventions. SUCCESS observations demonstrate few teachers utilizing district-directed academic programs intended for interventions; additionally, student focus groups express that SUCCESS period is not utilized to address the learning gaps that are preventing students from mastering grade level math content. (4.5)
- Classroom observation data demonstrated that academic supports are posted and aligned to standards in 39% of classroom observations. (4.1, 4.2)
- Classroom observations and conversations with teachers and leadership indicated a discrepancy in instructional resources for classrooms implementing a Project Lead the Way model, and those instructing in a non-Project Lead the Way classroom. This resource inequity was also highlighted by students during their focus group. (4.4)

School Turnaround Principle #5: Effective Staffing Practices

Evidence Sources
Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Classroom Observations, District Interview

Evidence Summary

Strengths
- Professional development is provided to building leadership during a Summer Academy. The Summer Academy addresses curriculum, academic initiatives, and staff evaluation and supports. (5.3, 5.5)
- Building leadership utilizes a Standards for Success model for classroom walkthroughs and observations; providing a uniform tool for both formative and summative evaluations. (5.2)
- Project Lead the Way provides professional development and coaching to support the effective implementation of their curriculum and recommended instructional strategies in the four classrooms that are partnering with PLTW. (5.3, 5.5)

Areas for Improvement
- During focus groups, teachers expressed that professional development decisions are "discussed on an island." Teachers are interested in professional development that focuses on instruction. (5.3, 5.5)
- On their survey, 41% teachers indicated that they somewhat agree or agree with the following statement, "Our professional development is beneficial and directly linked to our changing instructional practice in order to improve student achievement." (5.3, 5.5)
- Of the school's 41 teachers, 14 are on emergency licenses. Because these individuals are often new to teaching, school leadership needs to allocate more time to them, as highlighted during the teacher focus group. (5.1)

School Turnaround Principle #7: Effective Use of Time

Evidence Sources

Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Classroom Observations, District Interview

Evidence Summary

Strengths
- The master schedule includes a thirty-minute period of SUCCESS intended for enrichment and remediation based on the 8-step process for data analysis. (7.1, 7.2)
- The master schedule includes daily collaboration time with grade-level team members, as well as a daily individual teacher preparation period. (7.1, 7.3)
- Grade-level daily collaboration is guided by a district-level protocol document as evidenced through two Professional Learning Community observations. (7.3)

Areas for Improvement
- Although the master schedule allots a time for SUCCESS intended for enrichment and remediation, classroom observations and student focus groups indicate that this particular period often does not focus on the academic needs of all students based on the analysis of data. (7.1, 7.2)
- On their survey, 24% of teachers indicated that they somewhat agree or agree with the following statement, "Our master schedule has sufficient flexibility to allow for students to enter and exit interventions throughout the year." (7.1, 7.2)
- In their focus groups, teachers and members of the leadership team indicated that although professional development is provided, it is not job-embedded in nature. (7.3)

School Turnaround Principle #8: Effective Family and Community Engagement

Evidence Sources

Teacher Surveys, Parent Surveys, Leadership Team Interview, Principal Interview, Teacher Interviews, Teacher Conversations, Classroom Observations, District Interview

Evidence Summary

Strengths
- Over two hundred parents participated in the School Quality Review survey, suggesting that the school values parental feedback on ways it can improve. (8.1)
- The Professional Learning Community district-provided protocol focuses on parent involvement one day each week. During this time teachers are encouraged to contact parents to provide positive feedback and to communicate about student academic and/or behavioral goals. (8.1)
- Educators have been provided professional development on trauma-informed care, giving them a toolbox that allows them to support students and families. (8.2)

Areas for Improvement
- Leadership team and district focus groups indicate that the counselor's time allocation is not sufficient to address all student's needs. The counselor is often occupied with managerial tasks. (8.2)
- On their survey, 32% of parents indicated that they somewhat agree or agree with the following statement, "The adults at our school know and understand students' personal and academic needs related to race, ethnicity, poverty, the learning of English and disabilities." (8.1, 8.2)
- On their survey, 30% of parents indicated that they somewhat agree or agree with the following statements; "Our school addresses the needs of families so that they can better support their children's learning," and, "Our school works with parents to build positive relationships and to engage them as partners in their children's learning." (8.1, 8.2)